

Instructions for Producing a Set of Eight Scenario Cards

SUPPLIES NEEDED FOR ONE SET OF SCENARIO CARDS

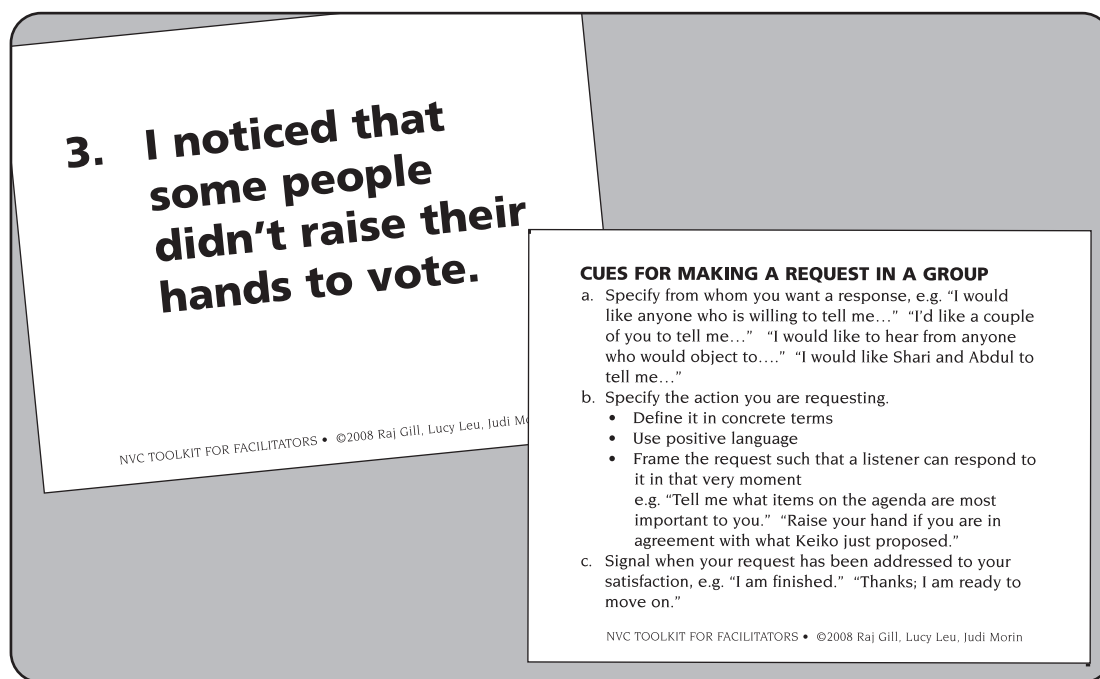
One set of 8 cards serves a group of 5 participants.

NOTE: Produce the set using either heavy card stock or regular paper with lamination.

1. Two 8 1/2" x 11" sheets of white paper (card stock or regular weight)
2. Printer (if using card stock, make sure your printer accepts card stock)
3. Optional: laminator and two 8 1/2" x 11" laminating sheets
4. Paper cutter
5. For storage: one squarish envelope (e.g. A2 size, about 4 1/4" x 5 1/2") for each set of cards

DESCRIPTION OF FINISHED SET OF SCENARIO CARDS

A set of eight 2-sided cards. Each card gives a different scenario. The reverse side of all cards offers the same cues.



Scenario Card, front and back

SPECIFIC LEARNING AID 8.3 — Instructions for Producing a Set of Eight Scenario Cards

STEP-BY-STEP INSTRUCTIONS FOR PRODUCING A SET OF SCENARIO CARDS

1. Print Template 8.3-1: First Four Scenarios, on a sheet of paper or card stock.
2. Print Template 8.3-2: Second Four Scenarios, on another sheet.
3. Print Template 8.3-3: Cues, on the reverse of both sheets.
4. Laminate, if desired.
5. Cut each sheet to make four cards.
6. Store the set of 8 cards in an envelope.

TEMPLATES PROVIDED

- Template 8.3-1: First Four Scenarios
- Template 8.3-2: Second Four Scenarios
- Template 8.3-3: Cues

1. Everyone who is present at a meeting ought to have equal input, no matter how long they've been a member with us.

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin

3. I noticed that some people didn't raise their hands to vote.

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin

2. We don't have enough information on this issue to hold a meaningful discussion.

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin

4. Why don't we alternate chairing these meetings?

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin

5. We never get anywhere with this subject.

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin

7. It's important for us to start and end on time.

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin

6. Looks like some of us are starting to nod off.

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin

8. Nobody seems to remember the proposal we agreed to at the last meeting.

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin

CUES FOR MAKING A REQUEST IN A GROUP

- a. Specify from whom you want a response, e.g. "I would like anyone who is willing to tell me..." "I'd like a couple of you to tell me..." "I would like to hear from anyone who would object to...." "I would like Shari and Abdul to tell me..."
- b. Specify the action you are requesting.
 - Define it in concrete terms
 - Use positive language
 - Frame the request such that a listener can respond to it in that very moment
e.g. "Tell me what items on the agenda are most important to you." "Raise your hand if you are in agreement with what Keiko just proposed."
- c. Signal when your request has been addressed to your satisfaction, e.g. "I am finished." "Thanks; I am ready to move on."

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin

CUES FOR MAKING A REQUEST IN A GROUP

- a. Specify from whom you want a response, e.g. "I would like anyone who is willing to tell me..." "I'd like a couple of you to tell me..." "I would like to hear from anyone who would object to...." "I would like Shari and Abdul to tell me..."
- b. Specify the action you are requesting.
 - Define it in concrete terms
 - Use positive language
 - Frame the request such that a listener can respond to it in that very moment
e.g. "Tell me what items on the agenda are most important to you." "Raise your hand if you are in agreement with what Keiko just proposed."
- c. Signal when your request has been addressed to your satisfaction, e.g. "I am finished." "Thanks; I am ready to move on."

NVC TOOLKIT FOR FACILITATORS • ©2008 Raj Gill, Lucy Leu, Judi Morin

CUES FOR MAKING A REQUEST IN A GROUP

- a. Specify from whom you want a response, e.g. "I would like anyone who is willing to tell me..." "I'd like a couple of you to tell me..." "I would like to hear from anyone who would object to...." "I would like Shari and Abdul to tell me..."
- b. Specify the action you are requesting.
 - Define it in concrete terms
 - Use positive language
 - Frame the request such that a listener can respond to it in that very moment
e.g. "Tell me what items on the agenda are most important to you." "Raise your hand if you are in agreement with what Keiko just proposed."
- c. Signal when your request has been addressed to your satisfaction, e.g. "I am finished." "Thanks; I am ready to move on."

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin

CUES FOR MAKING A REQUEST IN A GROUP

- a. Specify from whom you want a response, e.g. "I would like anyone who is willing to tell me..." "I'd like a couple of you to tell me..." "I would like to hear from anyone who would object to...." "I would like Shari and Abdul to tell me..."
- b. Specify the action you are requesting.
 - Define it in concrete terms
 - Use positive language
 - Frame the request such that a listener can respond to it in that very moment
e.g. "Tell me what items on the agenda are most important to you." "Raise your hand if you are in agreement with what Keiko just proposed."
- c. Signal when your request has been addressed to your satisfaction, e.g. "I am finished." "Thanks; I am ready to move on."

NVC TOOLKIT FOR FACILITATORS • ©2009 Raj Gill, Lucy Leu, Judi Morin